

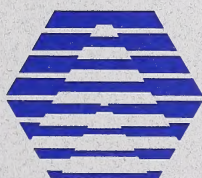
OCT 27 1996

A VISION FOR THE FUTURE

Alberta Apprenticeship and Industry Training

A discussion paper

October 1996



***Alberta Apprenticeship
Excellence Through
Training and Experience***



**APPRENTICESHIP AND
INDUSTRY TRAINING BOARD
ADVANCED EDUCATION AND
CAREER DEVELOPMENT**

May We Suggest . . .

Atached in the centre of this discussion paper is a response form that relates to each section of the paper.

May we suggest . . . that you respond to the questions on the form as you complete each section? Of course, you may wish to devise your own strategy for completing the response form and returning it to us. What ever works for you . . . is fine with us!

The response form is your opportunity to share your thoughts on the ideas contained in this discussion paper. Please feel free to attach additional pages with your comments. If you do, please make sure to reference the relevant section and question.

After completing the response form, please mail it to the address listed below, or **FAX it to (403) 422-4933.**

Mail to:

**A Vision for the Future
c/o Alberta Apprenticeship and
Industry Training Board
10th Floor, Commerce Place
10155 - 102 Street
Edmonton, Alberta T5K 1C5**

*Please support the process by providing your comments as soon as possible and no later than **December 13, 1996.***

This survey can also be done over the Internet.

The address for the discussion paper and response form for **A Vision For The Future** is: <http://www.gov.ab.ca/dept/aecd/divisions/apprenticeship/vision/vision.html>

To read the companion paper **Current Context and Selected Trends**, go to: <http://www.gov.ab.ca/dept/aecd/divisions/apprenticeship/vision/profile.html>

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Foreword

When the *Apprenticeship and Industry Training Act* came into effect in 1992, the Alberta Apprenticeship and Industry Training Board and industry stakeholders made a commitment to continue consulting with Albertans. This consultation initiative “A Vision For The Future” is an important part of honouring that commitment. The consultation is especially appropriate at this time given the significant changes that we are experiencing in Alberta’s and Canada’s economic and social climates. This includes the significant changes that we have seen in the world of work and the need for skills training.

The first phase of the consultation, focus groups with representatives of industry and public institutions that deliver apprenticeship training, was completed in June 1996. Participants discussed the challenges facing apprenticeship and industry training today and gave us their advice on ways to ensure a quality system for the future.

The second phase of the consultation is now underway. This discussion paper, incorporating input from the focus groups and elsewhere, is being widely distributed in Alberta with an invitation for comments from all recipients. *The paper does not represent government or Board policy, but presents ideas and options for discussion.* The paper will be one of the topics at the annual Minister’s Forum on Adult Learning to be held in November by the Minister of Advanced Education and Career Development.

Input to the discussion paper will be used in the third phase by the Board and the department to make recommendations to the Minister of Advanced Education and Career Development about a vision for apprenticeship and industry training in the future and policy proposals to achieve that vision.

Your involvement is important. We look forward to your participation in this important consultation process on the future of apprenticeship and industry training in Alberta.

Background

The Alberta Apprenticeship and Industry Training Board and the Department of Advanced Education and Career Development are working together to continue a strategic planning process, begun in 1993, called *Adult Learning: Access Through Innovation*. They are consulting with industry and other stakeholders about Alberta's future needs for a skilled workforce.

Adult Learning: Access Through Innovation focused broadly on developing a renewed system of adult learning. This current consultation process, *A Vision for the Future: Alberta Apprenticeship and Industry Training* focuses specifically on Alberta's apprenticeship and industry training system, and its ability to continue to respond effectively to the needs of individuals, industry and society.

The apprenticeship and industry training system is a key part of Alberta's larger system of adult learning. The current system has served us well. However, we are in an era of rapid technological change and labour market adjustment. Most jurisdictions in Canada, as well as other countries, are involved in education and training reform, including apprenticeship reform, as one response to the challenges and opportunities expected in the future.

Reason for Consultation

Current forecasts of private sector investment indicate that Alberta is about to enter a period of relatively strong economic growth and industrial development. This growth will create a challenge for Alberta's apprenticeship and industry training system to match the growing demand for skilled labour. The system will be under some pressure to resource this growing demand, given that government financial support is not expected to grow significantly in the future.

There are other changes in the social and economic environment creating challenges and opportunities for apprenticeship and industry training:

- The Alberta economy is restructuring. It is becoming more oriented to information and globally competitive. Work is becoming more technologically sophisticated and specialized.
- Albertans want access to quality training that will help them be productive members of the workforce, and enable them to be mobile and flexible when new work opportunities arise.
- Employers want workers to possess a variety of skills that permit them to be more flexible in the workplace.
- The Alberta business community wants less government regulation.
- Federal and provincial funding for apprenticeship and industry training is changing, like funding for other adult learning programs in all jurisdictions. There will be little growth in public resources to support expanded training programs.
- Continuous improvement and productivity gains in program delivery are ongoing expectations of the provincial government. Taxpayers are demanding greater accountability and efficiency from government.

Alberta's apprenticeship and industry training system has evolved as a partnership between employers, employees and government. Publicly-funded training institutions are key participants in the system. The impact of the above social and economic changes on Alberta's apprenticeship and industry training system needs to be discussed by these stakeholders, and other Albertans.

About this paper

The Alberta Apprenticeship and Industry Training Board and the Department of Advanced Education and Career Development invite you to help them develop a vision for the future of Alberta's apprenticeship and industry training system and the strategies for achieving the vision.

This discussion paper proposes a vision for apprenticeship and industry training in Alberta, proposes the principles that underlie that vision and suggests goals to realize the vision. The paper outlines some strategies identified by the Alberta Apprenticeship and Industry Training Board and the Department of Advanced Education and Career Development to achieve the goals.

This paper is provided for your review and comment. A response form is included in the middle of the paper for your use. The responses and advice from industry, as represented by employers and employees including journeymen, apprentices and trainees, and employer and employee associations, training institutions and other Albertans, will be used by the Board and the department to make recommendations to the Minister of Advanced Education and Career Development. The recommendations will include a vision for apprenticeship and industry training and policy proposals to achieve that vision.

Vision and Principles

We need to affirm a vision for apprenticeship and industry training in Alberta.

We propose the following Vision for the future:

Albertans believe that a highly skilled and trained workforce is essential to the economic well-being of the province. They believe that Alberta's apprenticeship and industry training system is a key component of the province's world-class workforce. Albertans want a system that is led by industry, and is based on the apprenticeship model of on-the-job training and work experience combined with formal, technical training. They also want a system that is **responsive** to the needs of individuals and employers, **accessible** to all qualified persons, **affordable** for apprentices and trainees, employers and other taxpayers, and **accountable** for quality results. Albertans believe that the apprenticeship model is the preferred approach to learning for young Albertans moving from school to the workforce, and for adults training in a wide spectrum of industries and occupations.

Principles

The following seven principles support the above vision, and could form the foundation of our apprenticeship and industry training system in the future.

- 1 Albertans who wish to pursue a career in the trades or designated occupations have an opportunity to participate in apprenticeship and industry training.*
- 2 Apprentices and trainees in designated occupations have opportunities to acquire the highest possible standards of knowledge and skills to enable them to be successful members of the workforce and industry.

* A glossary is provided at the end of this paper. Terms such as "designated occupations" and "trainee" are described. Throughout this paper, "occupations" means designated occupations.

- 3 Apprentices and trainees will make a financial contribution such as tuition fees to the costs of formal instruction, like other post-secondary learners.
- 4 Province and nation-wide industry standards are the foundation of apprenticeship and industry training in Alberta.
- 5 Industry (employers and employees) is responsible for on-the-job training and work experience.
- 6 Apprenticeship and industry training is based on effective partnerships between and among government, industry, and apprentices/trainees.
- 7 Government, with advice from industry, has a role in regulating apprenticeship training and the skills and competencies required to work in the trades.

Goals and Strategies

Our primary goals are to ensure that Albertans have opportunities to participate in high quality apprenticeship and industry training, and that the needs of apprentices, trainees and industry for high quality and relevant training programs are met.

At a more specific level, we are working toward four goals for Alberta's apprenticeship and industry training system: responsiveness, accessibility, affordability, and accountability. All parts of Alberta's adult learning system measure their performance against these goals.

What follows is a discussion about how we might realize these goals through various strategies. Implications of each strategy are noted. Before we recommend adoption of all or any of these strategies, it is important for us to have your opinion. Please complete the response form and return it to us.

Responsiveness

The Goal.....Alberta's apprenticeship and industry training system will anticipate and meet the skill development needs of individual Albertans and the skilled workforce requirements of Alberta employers.

Alberta's industry is increasingly technologically complex. Our workplaces are becoming more knowledge-based and centred on technology and computerized processes. Skills are becoming obsolete very quickly. Workers and employers are recognizing a need for frequent skill updating and upgrading. The apprenticeship and industry training system must respond quickly to changes in the economy, and to changes in industry standards and training and curriculum needs.

The structure of training in the current system has made it difficult for some individuals to attend formal instruction because of the block release format. More flexible approaches are needed for formal instruction.

1 Redesign the advisory committee network*

Currently, each trade has a provincial apprenticeship committee, and most trades also have local apprenticeship committees. There are concerns that roles are not well understood and advice to the apprenticeship and industry training system is not as timely as it could be. As well, there is little cross-trade dialogue, so individual trades may not be aware of important technological and curriculum developments in other areas.

A redesign of the advisory network might improve its responsiveness to the changing industry environment and help keep training information current. Consideration could be given to having a one-level advisory system, combining local apprenticeship committees and provincial apprenticeship committees. The new advisory committees could represent clusters of allied trades, where there are common skills and work requirements. Trade-specific committees would address matters unique to a particular trade. To strengthen the advisory network greater input from industry associations in nominating membership would be sought. Advice and presentations from broad industry sectors would be welcomed. Community stakeholders could come together as needed to offer local advice to the new advisory committee.

Implications

- moving to a single-level advisory network would encourage more meetings to be held, and improve the effectiveness and timeliness of industry information and advice.
- moving to a trade-cluster approach would encourage cross-trade dialogue.
- industry participation in nominating membership would increase industry commitment to the process.
- industry would need to participate more than it has in the past.

2 Extend recognition of apprenticeship training toward other post-secondary programs

Persons who have successfully completed accredited programs such as trades training received while in high school (called the Registered Apprenticeship Program or RAP), training received in pre-apprenticeship courses, in technician programs, technology programs, or training received in an allied trade, are granted advanced standing in the trade when they register as an apprentice.

These accreditation initiatives are consistent with a policy established by the Alberta Apprenticeship and Industry Training Board to ensure that prior learning receives recognition within Alberta's apprenticeship and industry training system. Persons can also receive advanced standing in an apprenticeship program for prior work experience in that trade.

Discussions should take place regarding apprenticeship training receiving accreditation toward other post-secondary programs in Alberta's colleges, technical institutes and universities. Certified journeymen could receive advanced standing toward degree and diploma programs in allied technologies, business and management occupations and the professions. In a time when the world of work is rapidly changing, and lifelong learning is a necessity, persons trained in and working at the trades must upgrade and broaden their skills if they are to remain competitive and adaptable in a rapidly-changing world. Accreditation of apprenticeship training toward training in other occupations and professions would make trades' training a more attractive career choice for Albertans, and facilitate lifelong learning for persons working in the trades.

Implications

- training for career advancement would become more prevalent among persons working in the trades.
- more lifelong learning opportunities would become available for trades people. More tradespeople would seek dual and triple certification.
- more tradespeople would be encouraged to seek career advancement opportunities. This could be facilitated by accrediting apprenticeship programs toward degrees and diplomas at Alberta's post-secondary institutions.
- the trades would become a more attractive career option for young Albertans and their parents.

3 Consider opportunities for flexible certification

Alberta's apprenticeship and industry training is founded on broad-based training. This approach enhances worker flexibility and mobility, and is important to maintain. As technologies and industries change, and as business becomes more specialized, some employers and their employees may find that parts of the formal instruction and on-the-job training in their trade or occupation are not needed. Without sacrificing the principle of broad-based training and worker mobility, training and certification could be made more responsive for apprentices, trainees in designated occupations and employers. Training and certification in broad craft areas in some trades and occupations could be made available. Full training and certification in the trade or occupations would continue to be available.

An example may be the Heavy Equipment Technician trade, where journeymen have been trained in the mechanics of various forms of heavy industrial equipment (off road), trucks and busses, and highway trailer repair. Many journeymen spend their entire careers in one of these broad sectors of the industry. There could be certification for each of these sectors and for the entire trade. In other jurisdictions, sectors of this trade have been designated as three separate Red Seal trades.

Another example is found in the Warehousing occupation where there are three levels of certification: Basic, Intermediate and Technician.

Implications

- could be more responsive to apprentices', trainees' and employers' needs for relevant training and certification.
- could provide a base for apprentices and trainees to respond quickly to changes in industry circumstances.
- would still provide broad-based training and flexibility and mobility for interested workers, but could lead to increased specialization for others.
- would have costs associated with reworked accreditation.
- may be viewed by some as fragmentation of the trade.
- would conform more closely to trade designations and training standards in other Canadian jurisdictions.
- could recognize regional (urban/rural) needs.

4 Increase flexibility in methods of formal instruction

Most apprentices now take their formal instruction in six to eight week blocks of time, led by an instructor at one of Alberta's technical institutes or colleges. System responsiveness could be enhanced if more alternatives to block release were available, such as weekly apprenticeship instruction, and more individually-paced learning opportunities were available, such as Competency Based Apprenticeship. Alternatives such as home-study or study in a community setting or the workplace could reduce the need for on-campus training at a technical institute or college. Responsiveness could be enhanced further if curriculum materials were available to apprentices and trainees as individual learning units. This would allow more effective accreditation processes to be applied between trades and occupations, and prior learning experiences to be recognized. Opportunities to use new technologies for teaching and learning could be explored.

Implications

- apprentices, trainees and employers would be able to schedule training opportunities at times and places that meet their needs, improving accessibility to training.
- formal instruction could be competency-based, rather than based on time spent in a classroom.
- training in some trades and occupations might still be better provided through block release.
- more effective accreditation processes could be applied.
- design and development costs for new training approaches can be more costly.

5 Promote apprenticeship and industry training in new occupations

The apprenticeship model of industry-oriented training (on-the-job training and work experience combined with periods of formal in-school instruction), is a universally recognized form of training for employees developing work-related skills. Historically, this model has been used primarily to train persons in construction trades and trades in the goods-producing sectors of the economy.

The apprenticeship model of industry training could be made available to individuals seeking training in other sectors of the economy. When industry identifies training needs that are currently not being met, recognized standards for training and certification in these areas could be developed. Any financial support would need to come mainly from existing resources or new industry financial support would need to be identified.

Implications

- would assist Albertans to acquire practical career-related training opportunities, and industry to develop a skilled workforce.
- would provide access to training in emerging industries and in occupations where formal training does not now exist.
- to lever new public funding, new financial support from industry, or realigned public support within existing public funding, would be critical for expansion.

Accessibility

The Goal . . . Increase opportunities for Albertans to become apprentices and trainees, and increase opportunities for employers to hire and train apprentices and trainees.

There are many aspects to accessibility. The format of formal instruction relates to both system responsiveness and accessibility and was addressed in the previous section on Responsiveness. Two other aspects include issues concerning *access to training* for apprentices and trainees, and issues concerning *access to work* for qualified workers.

Access to training: Apprentices and trainees need to find employers willing to employ them and provide them with on-the-job training and work experience. In the trades, there are strongly held but opposing views on whether compulsory apprenticeship promotes training or limits training opportunities. As well, there is also a view that legal provisions which require employers to pay their apprentices prescribed percentages of journeyman wages, and employ a minimum ratio of journeymen to apprentices, may discourage some employers from hiring apprentices and providing access to training.

Our current model of apprenticeship and industry training reinforces the business cycle, rather than acting to balance skilled labour force requirements and skilled labour force supply over the longer term. During uncertain economic climates, apprentices and trainees may have difficulty finding an employer who is willing to hire and register them. This results in uneven opportunities for apprentices,

inefficiencies at institutions, and a fluctuating supply of skilled labour for employers. Some employers' lack of awareness of the benefits of employing and training apprentices may also limit the number of training opportunities available. Greater involvement of such businesses in the advisory network might help address that problem. A final aspect of "access to training" is the need to ensure that youth are aware of career opportunities in the trades and occupations, and have easy access to beginning those careers.

Access to Work: Another aspect of improving access relates to labour mobility. Opportunities to work in other jurisdictions and internationally are increasing, and with that comes the challenge and need to assess the competency of workers from other jurisdictions. Alberta, along with other Canadian jurisdictions, is a signator of the Agreement on Internal Trade, an agreement which among other things, promotes labour mobility in Canada. The Agreement requires that practices for licensing, certifying and registering workers are to be based mainly on competence. Across Canada, jurisdictions are putting programs in place to comply with the Agreement. Alberta will be implementing a Qualification Certificate Program to comply with the Agreement.

Some suggested strategies and their implications . . .

6 Review the regulatory framework

The government has committed to reduce government regulation wherever it is appropriate and safe to do so. There are many levels of regulation within the *Apprenticeship and Industry Training Act* and its regulations. Discussion is needed to determine which regulation must be retained and which regulation might be removed.

Currently, regulations govern such matters as entrance requirements to apprenticeship training, minimum wages paid to apprentices (as a percentage of wages paid to journeymen), and the ratio of journeymen to apprentices in both compulsory and optional certification trades, among other matters. A review of regulatory requirements should examine whether it is necessary for government to legislate in a particular area, or whether there would be less intrusive means of assuring quality training.

Implications

- ensuring continued high quality apprenticeship and industry training would be the dominant consideration in a review of regulations.
- removing unnecessary regulation could make the training system more accessible and responsive to the training needs of Albertans and employers.

Response Form

A Vision for the Future

Apprenticeship and Industry Training In Alberta

Section 1: Vision and Principles

Please read the draft statements on pages 2 and 3 of the discussion paper.

Do you agree with the Vision proposed on Page 2?

(Please circle your response on the right hand side)

Yes

No

No Opinion

What would you change, or add _____

Should the following seven Principles form the foundation for apprenticeship and industry training *in the future*?

1. Albertans who wish to pursue a career in the trades or designated occupations have an opportunity to participate in apprenticeship and industry training. *(See page 2)*

Yes

No

No Opinion

What would you change, or add _____

2. Apprentices and trainees in designated occupations have opportunities to acquire the highest possible standards of knowledge and skills to enable them to be successful members of the workforce and industry. *(See page 2)*

Yes

No

No Opinion

What would you change, or add _____

3. Apprentices and trainees will make a financial contribution, such as tuition fees, to the costs of formal instruction like other post-secondary learners. *(See page 3)*

Yes

No

No Opinion

What would you change, or add _____

4. Province and nation-wide industry standards are the foundation of apprenticeship and industry training in Alberta. <i>(See page 3)</i>	Yes	No	No Opinion
---	------------	-----------	-------------------

What would you change, or add _____

5. Industry (employers and employees) is responsible for on-the-job training and work experience. <i>(See page 3)</i>	Yes	No	No Opinion
---	------------	-----------	-------------------

What would you change, or add _____

6. Apprenticeship and industry training is based upon effective partnerships between and among government, industry and apprentices/trainees. <i>(See page 3)</i>	Yes	No	No Opinion
---	------------	-----------	-------------------

What would you change, or add _____

7. Government, with advice from industry, has a role in regulating apprenticeship training and the skills and competencies required to work in the trades. <i>(See page 3)</i>	Yes	No	No Opinion
--	------------	-----------	-------------------

What would you change, or add _____

Section 2: Goals and Strategies

Goals

- Responsiveness** Alberta's apprenticeship and industry training system will anticipate and meet the skill development needs of individual Albertans and the skilled workforce requirements of Alberta employers.
- Accessibility** Increase opportunities for Albertans to become apprentices and trainees, and increase opportunities for employers to hire and train apprentices and trainees.
- Affordability** Apprenticeship and industry training will be affordable for the taxpayer, employers, and apprentices and trainees. The system will be fair and efficient.
- Accountability** All participants will have clearly identified roles and responsibilities, and will be accountable for achieving quality results in their roles.

Generally, do you agree with the Goals? (please circle)	Agree 1	Disagree 2	No Opinion 3
What would you change, or add			

Strategies

Responsiveness Please read the draft strategies, pages 4 to 7.
Do you agree with each of the strategies proposed? (please circle)

1. Redesign the advisory committee network. (See page 4)	Agree 1	Disagree 2	No Opinion 3
What would you change, or add			
(a) Would a one-level committee network improve the effectiveness and timeliness of industry advice?	Yes	No	No Opinion
(b) Would a trade cluster approach encourage effective cross-trade dialogue leading to improved apprenticeship training?	Yes	No	No Opinion

Your comments about either (1a) or (1b)

- | | | | | |
|----|--|------------|---------------|-----------------|
| 2. | Extend recognition of apprenticeship training toward other post-secondary programs. (See page 4) | Agree
1 | Disagree
2 | No Opinion
3 |
|----|--|------------|---------------|-----------------|

What would you change, or add

- | | | | | |
|----|---|------------|---------------|-----------------|
| 3. | Consider opportunities for flexible certification (e.g. training and certification in different craft areas in some trades). (See Page 5) | Agree
1 | Disagree
2 | No Opinion
3 |
|----|---|------------|---------------|-----------------|

What would you change, or add

- | | | | | |
|----|---|------------|---------------|-----------------|
| 4. | Increase flexibility in methods of formal instruction. (See Page 6) | Agree
1 | Disagree
2 | No Opinion
3 |
|----|---|------------|---------------|-----------------|

What would you change, or add

- | | | | | |
|----|---|------------|---------------|-----------------|
| 5. | Promote apprenticeship and industry training in new occupations. (See Page 7) | Agree
1 | Disagree
2 | No Opinion
3 |
|----|---|------------|---------------|-----------------|

What would you change, or add

Accessibility Please read the draft strategies on pages 7 to 10. Do you agree with each of the strategies proposed? (please circle)

- | | | | | |
|----|---|------------|---------------|-----------------|
| 6. | Review the regulatory framework. (See Page 8) | Agree
1 | Disagree
2 | No Opinion
3 |
|----|---|------------|---------------|-----------------|

What would you change, or add

- | | | | |
|--|-------------------|----------------------|------------------------|
| 7. Clarify the criteria for designation of compulsory certification trades (for example public safety, worker safety, and the environment could determine the requirement for compulsory certification). (See Page 9) | Agree
1 | Disagree
2 | No Opinion
3 |
|--|-------------------|----------------------|------------------------|

What would you change, or add _____

- | | | | |
|---|-------------------|----------------------|------------------------|
| 8. Communicate the alternative ways of accessing apprenticeship training. (See Page 9) | Agree
1 | Disagree
2 | No Opinion
3 |
|---|-------------------|----------------------|------------------------|

What would you change, or add _____

- | | | | |
|---|-------------------|----------------------|------------------------|
| 9. Expand opportunities for youth in apprenticeship and industry training. (See Page 10) | Agree
1 | Disagree
2 | No Opinion
3 |
|---|-------------------|----------------------|------------------------|

What would you change, or add _____

Affordability Please read the draft strategies on pages 11 to 13.
Do you agree with each of the strategies proposed? (please circle)

- | | | | |
|--|-------------------|----------------------|------------------------|
| 10. Review the administrative framework for apprenticeship and industry training. (See Page 11) | Agree
1 | Disagree
2 | No Opinion
3 |
|--|-------------------|----------------------|------------------------|

What would you change, or add _____

- 10. (a)** Are there new ways to reduce administrative costs and increase industry contributions? Please describe:

11.

Provide apprentices with appropriate financial supports. (See Page 12)

Agree
1

Disagree
2

No Opinion
3

What would you change, or add _____

12.

Encourage greater industry participation in renewing technology for in-school training. (See Page 13)

Agree
1

Disagree
2

No Opinion
3

What would you change, or add _____

13.

Avoid duplication in providing formal instruction. (See Page 13)

Agree
1

Disagree
2

No Opinion
3

What would you change, or add _____

Accountability Please read the draft strategy on page 14.
Do you agree with the strategy proposed? (please circle).

14.

Clarify roles for apprenticeship and industry training participants. (See Page 14)

Agree
1

Disagree
2

No Opinion
3

What would you change, or add _____

Section 3

Question: In your opinion, what is the most important action that could be taken to improve apprenticeship and industry training in Alberta? (attach additional pages if required)

Section 4

- a) Are you currently or have you been, in the past three years, an apprentice or an employer of apprentices?
(please circle) if **yes**, please go to **(b)** below.
if **no**, go to **(c)** below.
- YES** **NO**
- b) Generally, how satisfied have you been that the current Alberta apprenticeship and industry training system has been meeting your training needs? (please circle relevant number)
- Very Satisfied Very Dissatisfied
1 2 3 4 5
- c) Are you currently or have you been, in the past three years, an employer of journeymen?
(please circle)
- YES** **NO**

Section 5 Background Information

(To assist us in our analysis of the responses, please complete the section below. **Please check all that apply**)

Affiliation

- ☐ employer association
- ☐ employee association
- ☐ company, business or firm
- ☐ private educational provider
- ☐ government
- ☐ community association
- ☐ public post-secondary institution
- ☐ K-12 school system
- ☐ Other (please specify) _____
- ☐ N/A

Position

- ☐ employer
- ☐ employee
- ☐ apprentice
- ☐ trainee (warehousing, plasterer, gas utility operator)
- ☐ journeyman
- ☐ student (other than apprentice)
- ☐ faculty
- ☐ other (please specify) _____
- ☐ N/A

1. Have you completed an apprenticeship? (circle yes or no) **YES** **NO**

2. In which trades or designated occupations do you primarily work or employ other persons?

☐ If N/A please go to Question #5

3. In what kind of business, industry or service?

4. What kind of product or service does your company produce or provide?

5. If you are the designated respondent for an association, company, business or firm, please provide its name, address and telephone number:

6. If you are employer, please indicate the size of company, business or firm
(circle # of employees)0 to 10 11 to 49 50+

7. In or near what city or town are you (or your association, company, business or firm if applicable) located?

Thank you for taking the time to provide us with your comments.

If you wish to have your name placed on our mailing list so that you can receive further information about the consultation, please fill out the form on Page 19 of the "Vision" document and return it with the response form.

In addition to filling out this response form, please feel free to attach additional pages with your comments. If you do, please make sure to reference the relevant section and question. After completing the response form, please mail it to the address listed below or **FAX it to (403) 422-4933**.

**A Vision for the Future
Apprenticeship and Industry Training In Alberta
c/o Alberta Apprenticeship and Industry Training Board
10th Floor, Commerce Place
10155 - 102 Street
Edmonton, Alberta T5K 1C5**

*Please support the process by providing your comments as soon as possible and no later than **December 13, 1996**.*

7 Clarify the criteria for designation of compulsory certification trades

The *Apprenticeship and Industry Training Act* governs training and certification requirements in trades and occupations. The Act provides for trades to be designated as either compulsory certification trades (currently 19 trades) or optional certification trades (currently 31 trades). A list of compulsory and optional certification trades appears on Page 17. At the present time, apprenticeship training is compulsory in both types of trades.

In optional certification trades, a person is not required to hold a trade certificate to work in the trade if an employer is satisfied that an uncertified person has the skills to do the work. Similarly, an uncertified self-employed person may work in an optional certification trade.

In a compulsory certification trade, unless a person is an apprentice or is otherwise authorized to work, that person is required to hold a recognized trade certificate to work in the trade. Public and worker safety have been the major criteria for designation as a compulsory trade in the past.

The Board could work with industry to redevelop the criteria for designation as a compulsory certification trade. This could be followed by a review of all trades and redesignation where appropriate. The new criteria for designation as a compulsory certification trade would be centered on a risk analysis approach. This approach would gauge the probability and severity of adverse impacts on public safety, worker safety and the environment associated with the materials, methods or technology involved with the trade.

Implications

- public safety, worker safety and the environment could determine the requirement for compulsory certification.
- some trades may be redesignated.
- would facilitate the approval process for applications for designation of new or additional trades.

8 Communicate the alternative ways of accessing apprenticeship training

Currently, most apprentices must sign a contract of apprenticeship with an employer who is either a journeyman in the trade, or employs a journeyman in the trade to supervise the on-the-job training and work experience of the apprentice. In optional certification trades, self-employed apprentices (sole proprietors) are allowed to enter into contracts of apprenticeship with other individuals or firms provided that all prescribed requirements for supervision and training are met.

Most individuals who are interested in apprenticeship training begin their career by seeking a contract of apprenticeship, which then results in some on-the-job work experience followed by a first period of formal instruction. Other avenues to apprenticeship training exist. Individuals can choose to take a pre-employment program at a technical institute or college, at a privately sponsored training centre or through a recognized high school program. They may also choose to complete a

technical or technology program before seeking a contract of apprenticeship with an employer. Depending on the trade, credits are available toward the trade's formal instruction requirement. These alternative ways of beginning to train for a career in the trades and occupations could be communicated. (Note: Since 80% of apprenticeship training is on-the-job training and work experience, prospective apprentices will still ultimately be required to find an employer who will train them.)

Implications

- would increase individuals' awareness of multiple entry options to apprenticeship and industry training, and increase training undertaken.
- would provide more continuity in training opportunities for apprentices throughout the business cycle, a more even supply of skilled labour for employers, and more stable enrollments for institutions.

9 Expand opportunities for youth in apprenticeship and industry training

There will be many opportunities in the trades and occupations in coming years, and it is essential that young Albertans be aware of these opportunities for well-paying and satisfying careers. Industry must play a leadership role in promoting the trades and occupations to young Albertans. Employers should be encouraged to participate in school career counselling, and provide information on the types of work they do and the skills and training needed to work in their trade or occupation, so that young Albertans can make informed judgements about career possibilities and requirements.

There also needs to be improved access to trades and occupations at the high school level. The Registered Apprenticeship Program (RAP) has been successful and could be expanded with further commitments from industry. A Youth Career Program could be developed, similar to RAP but oriented to youth interested in careers in occupations, rather than designated trades. Expansion of these programs would require further coordinated efforts among the private sector, Alberta Education and school boards, and Advanced Education and Career Development.

Implications

- student and public knowledge of the trades and occupations would be improved.
- the transition from school to work would improve for students pursuing a trade or an occupation.
- young people would graduate from high school with a head start toward a career.
- there would be costs related to distributing information, expanding counselling services, and working with community businesses to expand local work experience opportunities.

Affordability

The Goal..... Apprenticeship and industry training will be affordable for the taxpayer, employers, and apprentices and trainees. The system will be fair and efficient.

Apprenticeship training is financed by employers, the province and apprentices, with income support provided by the federal government for apprentices qualifying for Employment Insurance. Employers support apprenticeship training through wage payments to apprentices for on-the-job training, through providing supervising journeymen and, in some cases, through providing tools to apprentices and equipment to institutions. The province supports apprenticeship training through funding the industry advisory network and through administrative support for field delivery, the setting of standards, advice on labour market issues, and the development of course outlines, examinations and accreditation, and through its funding of formal instruction. The costs of occupational training are supported very differently, with industry and trainees bearing all costs except the province's provision of secretariat support for industry advisory committees.

Provincial resources to support training will continue, but growth in public spending is expected to be modest. The government is also committed to reducing its administrative overhead across all program areas.

Industry has expressed some interest in taking on more financial responsibility for training, but has also expressed concern that some employers do not contribute fairly to worker training. The concern is that only some employers participate and bear the costs of training apprentices, while others do not participate and hire only journeymen.

Several of the preceding strategies, such as those to improve flexibility in the system and reduce the regulatory burden, would improve the system's affordability to the taxpayer. Further strategies are noted below.

Some suggested strategies and their implications . . .

10 Review the administrative framework for apprenticeship and industry training

Currently, apprenticeship and industry training is administered by the Department of Advanced Education and Career Development working with the Alberta Apprenticeship and Industry Training Board. Public priorities continue to focus on reducing provincial government administrative costs, and services are being scaled down, devolved, or privatized where appropriate as government removes itself from a direct delivery role. Government now requires continuous improvement in system efficiency when public resources are used to support program delivery.

A review of the administrative framework of apprenticeship and industry training may be needed. The review could identify alternative means of administering the system, or adjustments that could make the current administrative approach more efficient. Industry may have suggestions on options for achieving administrative efficiencies. A guiding principle of the review would be that any proposed reforms would need to ensure the continuity of high quality administrative support to Alberta's apprenticeship and industry training system.

Implications

- the review could identify achievable cost savings and improvements in administrative processes, supporting the goals of affordability and responsiveness.
- opportunities for a greater industry role in the system administration or funding could be identified.
- government would continue to be responsible for policy, regulations and funding of formal instruction.

11 Provide apprentices with appropriate financial supports

Apprentices will start paying tuition fees in the 1997-98 school year. Federal government training allowances have been discontinued. Employment Insurance benefits continue to be available for eligible apprentices while they attend school. Measures are being taken to ensure that apprentices are not financially prevented from attending the in-school portion of their apprenticeship program. The province has established an interim initiative with the federal government under which apprentices may apply for student financial assistance that supplements their Employment Insurance benefits. This assistance will normally be issued as student loans; in exceptional circumstances, grants may be provided. To be eligible for assistance, apprentices must prove financial need and maintain passing grades.

Further discussions are needed with the federal government about appropriate levels of support to apprenticeship and industry training, and apprentices and trainees. These might form part of negotiations toward a federal-provincial agreement on labour market arrangements.

Tax measures to be explored with the Federal Minister of Finance could include allowing tax credits for tools that apprentices and trainees have purchased, and changing the time requirements on employee-funded study leave to allow apprentices and trainees to save and contribute to learning opportunities.

Implications

- interim federal support for student financial assistance has been negotiated, but the type of ongoing federal support is uncertain.
- additional costs to taxpayers would arise from additional tax assistance.

12 Encourage greater industry participation in renewing technology for in-school training

Currently, some employers provide considerable support to formal instruction by donating equipment and tools to post-secondary institutions. If industry increased its support in renewing technology at institutions, it could be assured that in school training would be current and based on recent technologies. The government has created an Infrastructure Renewal Envelope to be used by our post-secondary institutions to modernize and update equipment used for instruction.

These institutions are expected to provide matching resources to the public contribution, from either their own sources or from the private sector. New industry and institutional partnerships should increase to specifically support the renewal of infrastructure which is needed in trades and occupational training.

Implications

- increased opportunity for industry participation in training, along with increased financial costs.
- financial savings to the taxpayer for the costs of formal instruction.
- would ensure that technology and materials are kept current.
- would recognize that infrastructure renewal is a shared responsibility.

13 Avoid duplication in providing formal instruction

Several technical elements of formal training are common to different trades. An example is the Electrician, Power Lineman, Power System Electrician, and the Electrical Rewind Mechanic trades. When apprentices are in a classroom environment, they most often move from class to class in a trade-specific group, while other trades are taking similar formal instruction across the hall. The instructional system could use training facilities and develop curriculum more efficiently by using common curriculum or individual learning units, where possible, among related trades.

Implications

- apprentices and trainees may have broader opportunities to learn from classroom peers since not everyone would be in the same trade.
- there would be better articulation between the trades (prerequisite learning would be clearly identifiable).
- tradespeople could develop skills in a greater number of trades.
- could facilitate more dual and triple certification.
- financial savings to the taxpayer.

Accountability

The Goal All participants will have clearly identified roles and responsibilities, and will be accountable for achieving quality results in their roles.

Apprentices and trainees, employers and employees, training institutions and the provincial government all participate and have roles and responsibilities in the apprenticeship and industry training system.

Apprentices and trainees complete required programs of on-the-job training, work-experience and formal instruction leading to certification in a trade or occupation. Industry plays the lead role in the training system by identifying the need for training and ensuring that the content and standards for training programs are current. The network of industry advisory committees advise the Alberta Apprenticeship and Industry Training Board on the training needs and content required by trades and occupations.

The Department of Advanced Education and Career Development works with industry advisory committees and the Board to develop training standards. The Department also provides secretariat support to the Board and administrative support to apprentices and the system by keeping a record of apprentices' contracts and training progress. Training institutions, funded by government as part of the adult learning system, develop and deliver the formal instruction component of apprenticeship.

These roles and responsibilities have served the system well for many years, and have provided stability and continuity while also accommodating a substantial amount of change. But rapid technological change, labour market adjustments, and public demand for greater accountability and efficiency from publicly-funded programs and services are challenging current roles and responsibilities. Roles need to be clear so that all participants in the system know their responsibilities, and the system can grow and respond to the demands of the future.

Some suggested strategies and their implications . . .

14 Clarify roles for apprenticeship and industry training participants

Government will continue in its role of ensuring that legislation, policy and financial resources support an apprenticeship and industry training system that is accessible and responsive to Albertans seeking training, meets industries' needs for skilled labour, and that is also affordable and accountable to taxpayers. Government will ensure that performance indicators are used to monitor success in training programs and in administration.

Growth in public funding is expected to be modest in coming years. New ways to finance growth in apprenticeship and industry training need to be found by all participants. Apprentices will start to pay tuition in the 1997-98 school year, in recognition of the benefits they receive from publicly-assisted training. Greater financial participation by industry is contemplated in some of the strategies identified in the preceding pages.

Industry will continue to have a lead role in developing training standards for apprenticeship and industry training. In the future, employers and employees may also be called upon to take more of a lead role in promoting apprenticeship and

industry training in schools and communities. The structure of advisory networks may change, accompanied by changes in roles and responsibilities. Training institutions may also see their role and methods of instruction change as individuals and industry seek flexible approaches to formal instruction. Elements of possible new roles and responsibilities are part of many of the strategies identified earlier in this paper, and must also form part of discussions with partners and participants.

Implications

- discussions on new roles and responsibilities will improve partners understanding of the system and of their responsibilities, and the responsibilities of other participants such as training institutions.
- will improve community understanding of apprenticeship and industry training, and the roles and responsibilities of all partners and participants.
- better understanding and commitment to roles will improve responsiveness, accessibility, affordability and accountability.

Conclusion

Alberta's apprenticeship and industry training system is a model of excellence. The skills of Alberta's tradespeople and the quality of our training programs are recognized both nationally and internationally. There is no question that it is essential to Alberta's economic success and the competitiveness of our labour force that we maintain our current high standards and reputation.

We must now directly take on and meet the challenges and opportunities of technological changes and global competition. A first step is to jointly determine a vision for Alberta apprenticeship and industry training in coming years. We must then develop and choose strategies that will move us toward that vision. This paper, **A Vision for the Future: Alberta Apprenticeship and Industry Training** has offered some possible strategies for discussion.

It will be important in future to continue to promote apprenticeship and industry training and increase the public's awareness of the benefits of careers in the trades and occupations. With the participation and renewed commitment of Albertans, industry, training institutions and all other participants, we will ensure that Alberta's apprenticeship and industry training system continues to be seen as a model for training skilled workers.

We invite you to respond

We value your comments. Please circulate and discuss this paper with your friends and colleague to gather wider input. A response sheet is included in the centre of the paper for your convenience.

Your input is essential to the successful development of a report to the Minister of Advanced Education and Career Development that will recommend a vision for apprenticeship and industry training in the future as well as the policy proposals to achieve that vision.

The Response Form is your opportunity to share your thoughts on the ideas contained in this document. Please feel free to attach additional pages with your comments. If you do, please make sure to reference the relevant section and question.

After completing the response form, please mail it to the address listed below or FAX it to (403) 422-4933.

Mail to:

**A Vision for the Future
c/o Alberta Apprenticeship and
Industry Training Board
10th Floor, Commerce Place
10155 - 102 Street
Edmonton, Alberta T5K 1C5**

*Please support the process by providing your comments as soon as possible and no later than **December 13, 1996.***

This survey can also be done over the Internet.

The address for the discussion paper and response form for **A Vision For The Future** is: <http://www.gov.ab.ca/dept/aecd/divisions/apprenticeship/vision/vision.html>.

To read the companion paper **Current Context and Selected Trends**, go to: <http://www.gov.ab.ca/dept/aecd/divisions/apprenticeship/vision/profile.html>

Glossary of Terms

Industry is both employers and employees.

A **Trade** is an occupation designated by the Lieutenant Governor in Council, pursuant to the *Apprenticeship and Industry Training Act* and on the recommendation of the specific industry, the Alberta Apprenticeship and Industry Training Board, and the Minister of Advanced Education and Career Development. A trade may be either a compulsory certification trade or an optional certification trade. A trade has established job skills and competencies and an established training program. When an apprentice achieves the standards of performance and fulfills the training established for the trade, the Minister grants a Journeyman Certificate to the apprentice.

An individual wishing to work in a **Compulsory Certification Trade** is required by legislation to hold a trade certificate or be a registered apprentice in the trade. An employer wishing to hire persons to work in the trade must hire only certified journeymen in that trade or individuals who are registered apprentices in the trade. If an employer hires an apprentice, the employer must provide a supervising journeyman. The employer must also provide the apprentice with appropriate training for the trade, be prepared to release the apprentice for periods of formal instruction, maintain a record book and pay wages to the apprentice in accordance with the regulations for that trade. Trades designated as requiring compulsory certification usually involve work where public and worker safety are important.

An individual is permitted to work in an **Optional Certification Trade** if he or she has the skills and knowledge expected of a certified journeyman in the trade. There is no requirement to hold a certificate in the trade. Employers may employ uncertified journeymen and use uncertified journeymen to supervise and train apprentices on the job. When an employer is training employees in an optional certification trade, a contract of apprenticeship is required (as for compulsory certification trades).

An **Apprentice** is an individual who has met the requirements to enter the apprenticeship program for a trade. The individual has contracted with an employer to apprentice in a trade and has had the contract registered with the Department of Advanced Education and Career Development.

A **Designated Occupation** is an occupation that has been approved by the Minister of Advanced Education and Career Development, under the *Apprenticeship and Industry Training Act*, on the recommendation of the specific industry and the Alberta Apprenticeship and Industry Training Board. Designated occupations have established job skills and competencies and an established training program. When a trainee achieves the standards of performance for the designated occupation, the Minister grants an Occupational Certificate to the trainee. Participation in a designated occupation is voluntary and a certificate is not required for an individual to work in the occupation.

A **Trainee** is an individual who is pursuing training in a designated occupation.

The advisory committee network for the trades is comprised of Provincial Apprenticeship Committees and Local Apprenticeship Committees. **Provincial Apprenticeship Committees** are made up of equal representation from employers and employees. These committees are responsible for advising the Alberta Apprenticeship and Industry Training Board on the training standards for their trade. Most trades also have **Local Apprenticeship Committees** to address local issues. The advisory network for occupations is comprised of **Occupational Training Committees**, each with equal representation from employers and employees, who advise the Board on the training standards for their occupation.

The **Agreement on Internal Trade** is an agreement signed by all Canadian governments in July 1994 to remove barriers to interjurisdictional trade and improve labour mobility. The Agreement commits jurisdictions to developing processes for mutual recognition of employment standards and occupational qualifications and to ensure that licensing, certification and registration requirements are based on competency. The process to obtain certification in a trade must be transparent, residency requirements are prohibited and time-certain dispute resolution processes are to be developed and implemented.

Trades and Occupations by Designation Status, Alberta, 1996

Trade Name	Certification	Red Seal*	Trade Name	Certification	Red Seal*
Agricultural Mechanic	Optional	✓	Landscape Gardener	Optional	
Appliance Serviceman	Compulsory	✓	Lather-Interior Systems Mechanic	Optional	✓
Auto Body Technician	Compulsory	✓	Locksmith	Optional	
Automotive Service Technician	Compulsory	✓	Machinist	Optional	✓
Baker	Optional	✓	Millwright	Optional	✓
Boilermaker	Compulsory	✓	Motorcycle Mechanic	Compulsory	✓
Bricklayer	Optional	✓	Painter & Decorator	Optional	✓
Cabinetmaker	Optional	✓	Partsman	Optional	✓
Carpenter	Optional	✓	Plumber	Compulsory	✓
Communication Electrician	Optional		Power Lineman	Optional	✓
<i>Construction Craft</i>			Power System Electrician	Optional	
<i>Network Craft</i>			Printing & Graphic Arts Craftsman	Optional	
Concrete Finisher	Optional	✓	<i>Pre-Press</i>		
Cook	Optional	✓	<i>Press</i>		
Crane & Hoisting Equip. Oper.	Compulsory	✓	<i>Bindery</i>		
<i>Boom Truck Operator</i>			<i>Bindery II</i>		
<i>Mobile Crane Operator</i>			Recreation Vehicle Mechanic	Compulsory	
<i>Tower Crane Operator</i>			Refrig. & Air Conditioning Mechanic	Compulsory	✓
Electrical Rewind Mechanic	Optional	✓	Roofer	Optional	✓
Electrician	Compulsory	✓	Sawfiler	Optional	
Electronic Technician	Compulsory	✓	<i>Circular Sawfiler</i>		
Elevator Constructor	Compulsory		Sheet Metal Worker	Compulsory	✓
Floorcovering Installer	Optional	✓	Sprinkler System Installer	Optional	✓
Gasfitter	Compulsory		Steamfitter-Pipefitter	Compulsory	✓
Glassworker	Optional	✓	Structural Steel & Plate Fitter	Optional	✓
Hairstylist	Compulsory	✓	Tilesetter	Optional	
Heavy Equipment Technician	Compulsory	✓	Tool & Die Maker	Optional	✓
Instrument Mechanic	Optional	✓	Transport Refrigeration Mechanic	Optional	
Insulator	Optional	✓	Water Well Driller	Optional	
Ironworker	Compulsory	✓	Welder	Compulsory	✓
<i>Metal Building Systems Erector</i>					

* Interprovincial Standards Red Seal Trade.

Totals: 19 Compulsory Certification Trades, 31 Optional Certification Trades, 38 Red Seal Trades.

Note: Gas Utility Operator, Plasterer and Warehousing are Designated Occupations under Section 36 of the Alberta Apprenticeship and Industry Training Act.

Personal Information

If you wish to be on a mailing list to receive further information about the consultation, please provide us with your name and address. Your name and address will be used only to compile a mailing list and is not part of the response form.

Your personal information will not be included in the analysis of the comments received in the response form. Our authority for collecting this information is Section 8 of the Government Organization Act.

If you have any questions about the collection of this information, you may contact the consultation office at:

A Vision for the Future, c/o Alberta Apprenticeship and Industry Training Board, 10th Floor, Commerce Place, 10155 - 102 Street, Edmonton, Alberta, T5K 1C5, telephone (403) 427-5805.

Name: _____

Position (if applicable): _____

Association, Company, Business or Firm Name (if applicable) : _____

Address: _____

City: _____ **Postal Code:** _____

UNIT 2: THE HISTORY OF THE UNITED STATES

Topic	Sub-Topic	Key Points	Notes
Early History	Pre-Columbian	Native American civilizations	
Colonization	16th-17th Century	Spanish, French, British colonies	
Revolution	18th Century	Declaration of Independence, American Revolution	
Westward Expansion	19th Century	Manifest Destiny, Louisiana Purchase, Texas Annexation	
Reconstruction	19th Century	Abolition of Slavery, Reconstruction Era	
Progressive Era	Early 20th Century	Reform movements, Social Darwinism	
World Wars	20th Century	World War I, World War II	
Post-War Period	Mid-20th Century	Cold War, Civil Rights Movement	
Modern Era	Late 20th - Present	9/11, War on Terror, Great Recession	

Personal Information

1. Name: _____

2. Address: _____

3. City: _____ State: _____ Zip: _____

4. Phone: _____

5. Email: _____

6. Date of Birth: _____

7. Gender: _____

8. Marital Status: _____

9. Education: _____

10. Occupation: _____

11. Hobbies: _____

12. Languages Spoken: _____

13. Religious Beliefs: _____

14. Political Affiliation: _____

15. Other: _____

